Japanese junior college students' perception of TED Talks in terms of the relationships between their language proficiency and English subtitles and speeches presented in motion videos of the talks

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Topics

- 1. Our belief

- 2. Backgrounds on (a) Learning of English through using English subtitles, (b) TED talks from linguistic perspectives, and (c) English learning in terms of a chunk)

- 3. *Talkies*

- 4. Preliminary study: (a) Research Questions, (b) Method, (c) Result, and (d) Discussions

Our belief

- Making authentic video movies more language-learner friendly
  - Authentic video movies, including TED Talks
  - Language-learners or English learners, including novice learners of English

Research Backgrounds on Learning of English through using English subtitles

- Advanced Japanese learners of English improved their reading comprehension ability through the training of using English subtitles (Garza, 1991)

- Learners of English improved their listening comprehension ability as well as reading ability (Markham, 1999)

- The higher the learners' English proficiency was, the higher their vocabulary acquisition efficiency was as well as their comprehension score (Hirose & Kamei, 1993)

- → Not so advanced Japanese learners of English have been successful in learning through the training of using English subtitles.

Research Backgrounds on length of subtitles of the TED Talks (Tabuchi & Yubune, 2017)

- There were more than (20, 200, 2000) TED Talk movies in 2016.

- Display Time of TED English subtitles (N=575,192)

- Mean (M): 2.8 seconds

- The most frequent subtitles (Median) are found between 2.2 and 2.4 seconds.

- →novice learners of English may have some difficulty in learning through the subtitles, unless some measures are taken.

Research Backgrounds on Other Linguistics features of the TED Talks

◆ Readability, related to how complicated utterances are.

◆ Vocabulary Level, related to how familiar words are.

◆ Speech Speed, related to how fast utterances are made.

◆ → These features are being investigated now.

Research Backgrounds on English learning in terms of a chunk

◆ The length of a chunk for English learning should be at most 2.0 seconds.

◆ , based on Pedagogical Reports on Reading Comprehension (Yamaguchi et al., 2014) and on Listening Comprehension (Yubune & Tabuchi, 2016)

◆ , based on Theoretical articles in terms of Working Memory (Baddeley, 1992) and of Auditory Image Store (Card, 1983)

◆ → Novice learners of English have to pause utterances on TED Talks in order to catch up the flow of English sounds and its subtitles.

◆ → "Talkies" was developed.

What is *Talkies*?

◆ http://www.mintap.com/talkies/talkies.html

◆ Web-based player for movies with two subtitles, developed by Ryuji Tabuchi

◆ Movie file: .mp4 format

◆ Subtitle file: .srt format

◆ Users can stop and/or repeat a movie as much as they want.

◆ One of its unique features: finding appropriate movies under linguistic conditions as well as genres

◆ http://www.mintap.com/talkies/talkies.html?2017ted360

- http://www.mintap.com/talkies/talkies.html
  http://www.mintap.com/talkies/ted_select_7.pdf

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- https://glocall.org/pluginfile.php/2/course/section/2/1full%20schedule.pdf

Preliminary study: Aim and Research Questions

◆ Research Aim: Can intermediate Japanese learners of English reach a reasonable comprehension of easy TED Talk videos when they are presented for the first time?

◆ Research Question 1: Can intermediate Japanese learners of English understand messages about easy TED Talk videos only once?

◆ Research Question 2: How much interest do they show in each of the TED Talk videos?

Preliminary study: Method (Participants, and Procedures)

◆ Participants: 17 Japanese junior college students, some of whom have an experience of living in an English speaking country, but their English proficiency is between A2 and B1 on the CEFR scale (their TOEIC scores are between 365 and 660).

◆ The students watched 4 easy TED talks videos for the first two minutes with English subtitles, whose linguistic features are controlled. Immediately after they watched each video, they were asked to answer how easy to understand it was in a 4 point scale, and how interesting it was in a 5 point scale.

- William Kamkwamba: How I harnessed the wind
- https://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind/transcript
- https://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind?language=ja

- Marco Tempest: The magic of truth and lies (and iPods)
- https://www.ted.com/talks/marco_tempest_the_magic_of_truth_and_lies_on_ipods/transcript
- https://www.ted.com/talks/marco_tempest_the_magic_of_truth_and_lies_on_ipods?language=ja

- Ayah Bdeir: Building blocks that blink, beep and teach
- https://www.ted.com/talks/ayah_bdeir_building_blocks_that_blink_beep_and_teach/transcript
- https://www.ted.com/talks/ayah_bdeir_building_blocks_that_blink_beep_and_teach?language=ja

- Amy Lockwood: Selling condoms in the Congo
- https://www.ted.com/talks/amy_lockwood_selling_condoms_in_the_congo/transcript
- https://www.ted.com/talks/amy_lockwood_selling_condoms_in_the_congo?language=ja

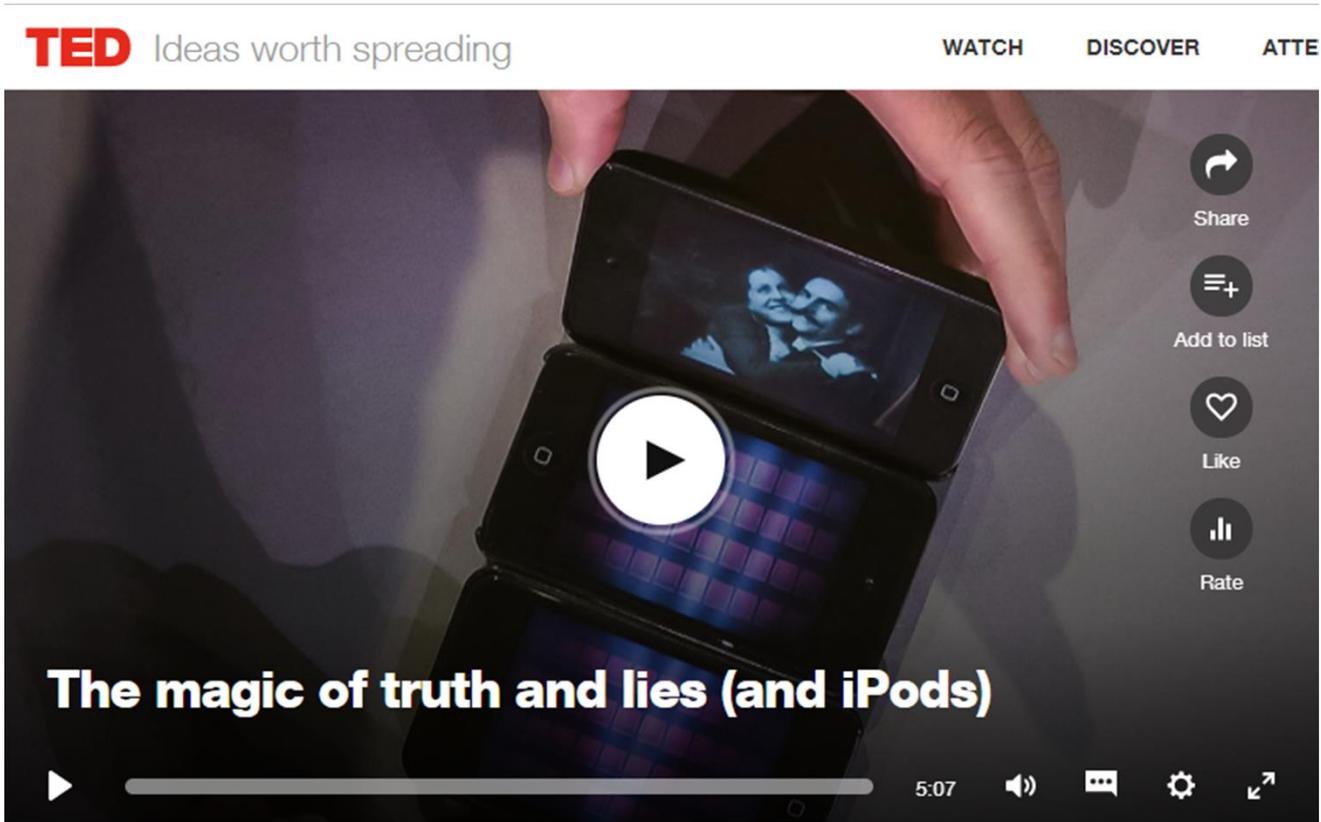# *How I harnessed the wind*, presented by William Kamkwamba
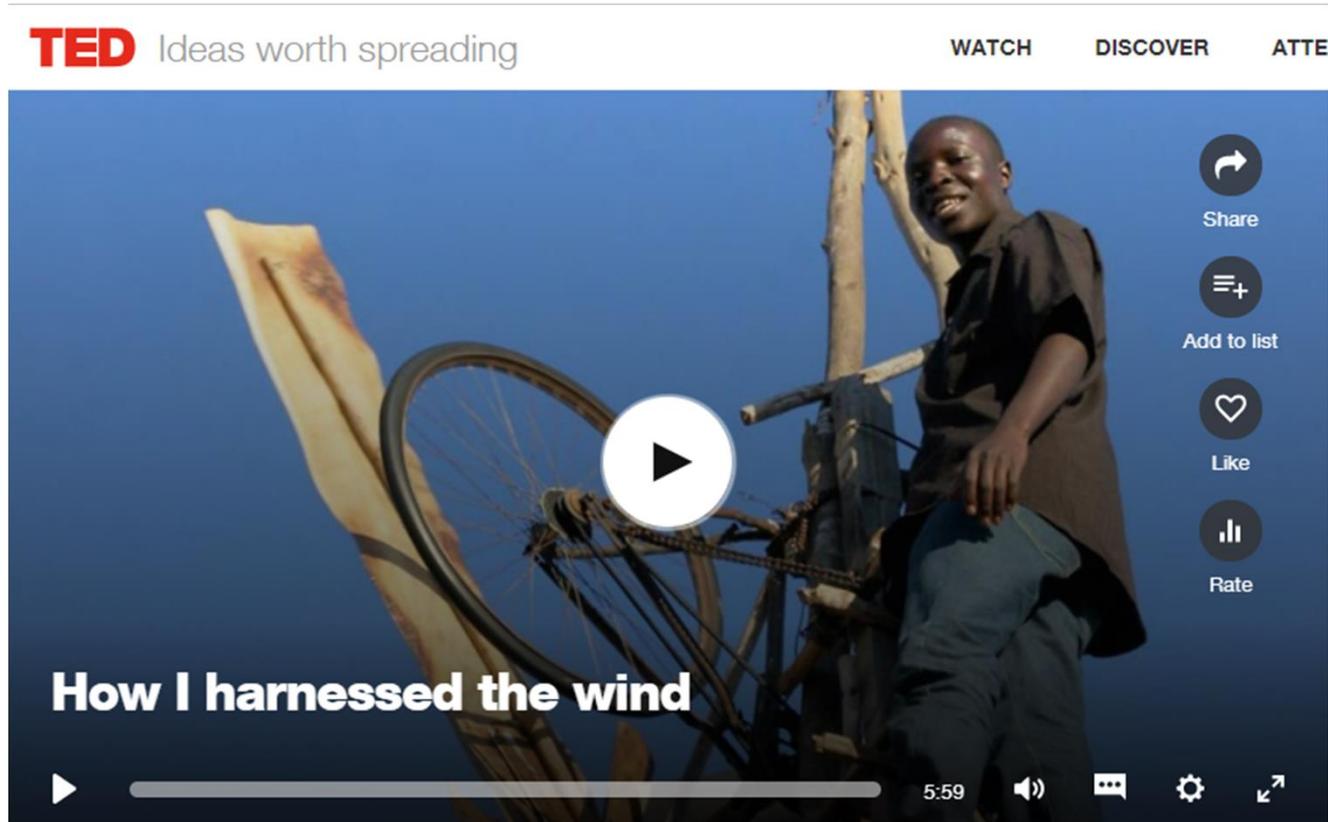
Two questions after each movie

- Question A. How did you understand messages in the video? Select the number below. And write down the reason why you chose the number.

- 1: I didn't understand it. 2: I didn't understand it, if I had to say.

- 3: I understood it, if I had to say. 4: I understood it.

- Question B. How interesting was the video? Select the number below. And write down the reason why you chose the number.

- 1: It's not interesting at all. 2: It's not very interesting.

- 3: Neutral

- 4: It's fairly interesting. 5: It's very interesting.

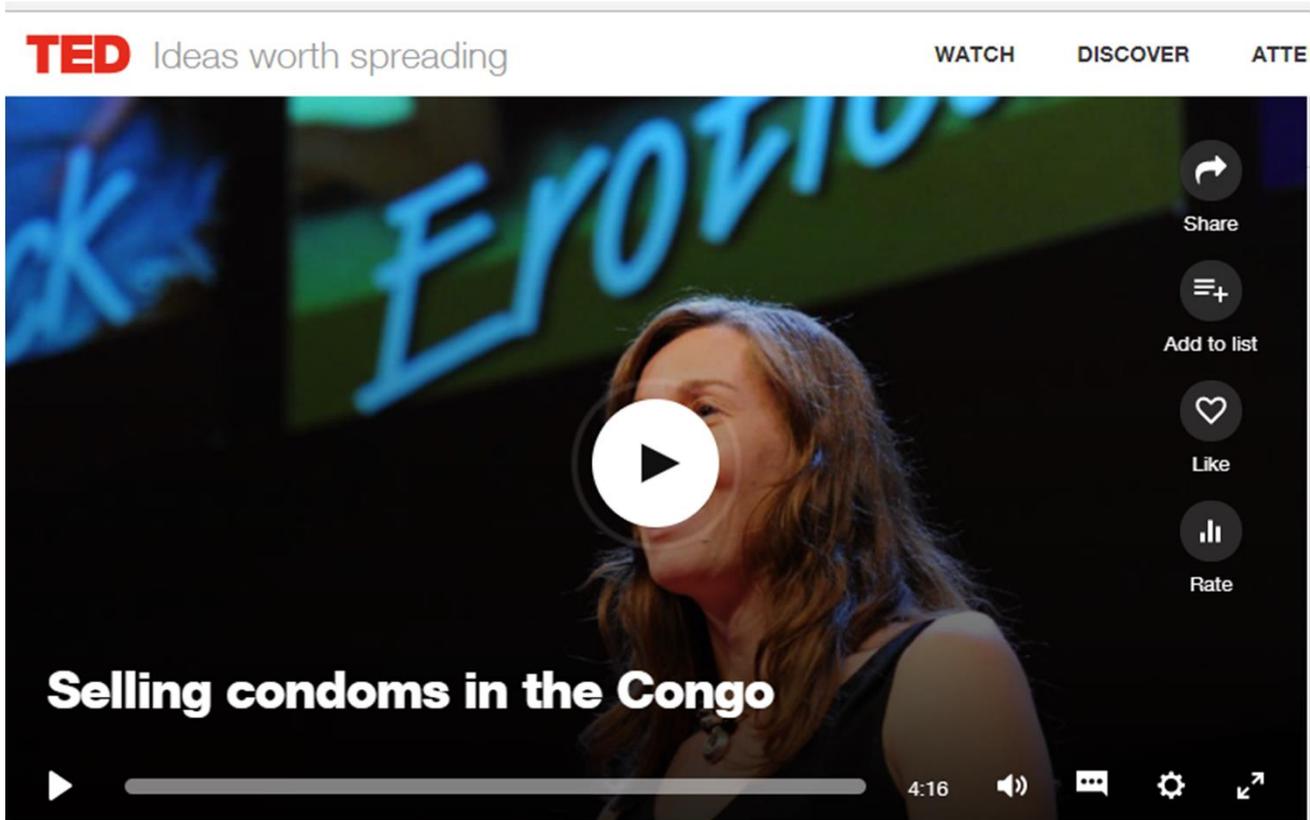# *The magic of truth and lies (and iPods),* presented by Marco Tempest

Building blocks that blink, beep and teach, presented by Ayah Bdeir
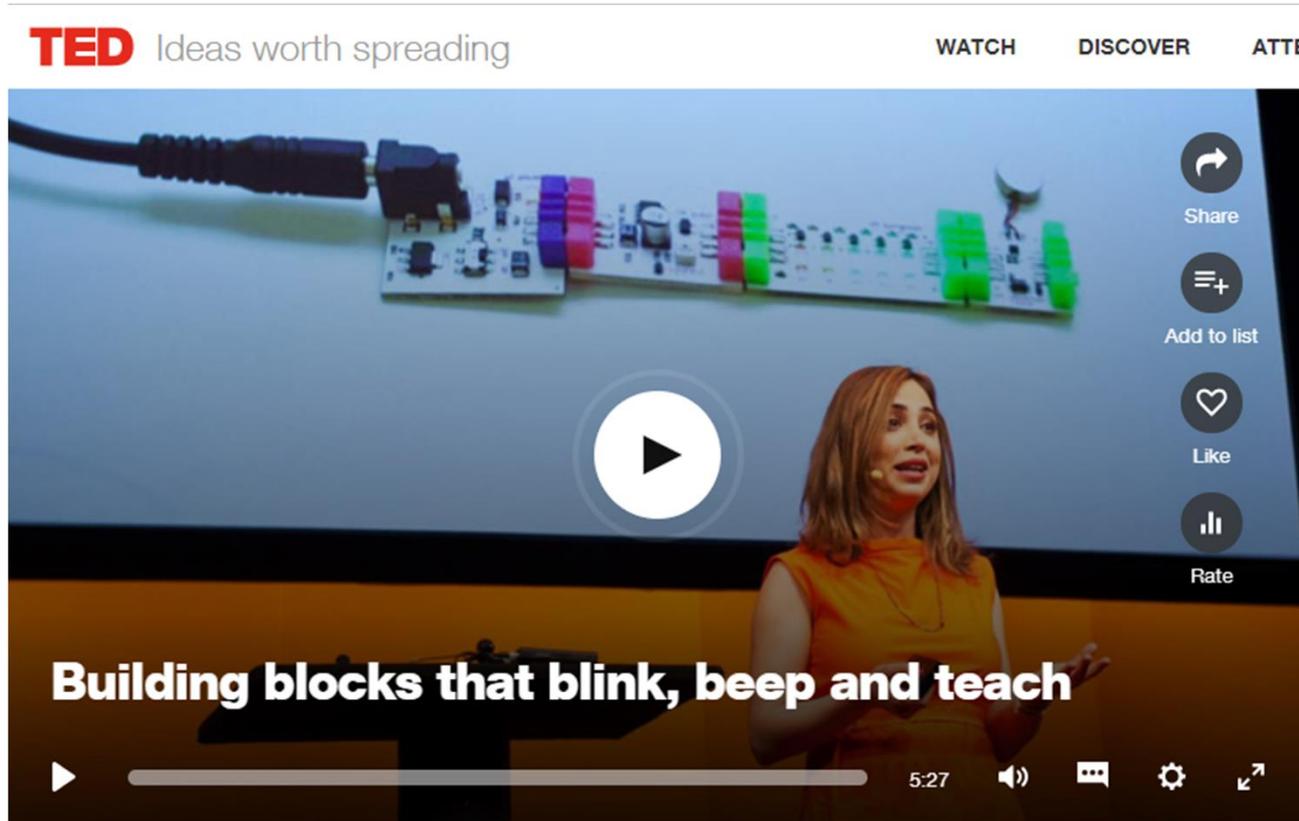
Selling condoms in the Congo, presented by Amy Lockwood

Preliminary study: Result

	1. *How I harnessed the wind*	2. *The magic of truth and lies (and iPods)*	3. *Building blocks that blink, beep and teach*	4. *Selling condoms in the Congo*
Linguistics Features	Vocabulary: Very easy Speed: Slow	Vocabulary: Very easy Speed: Slow	Vocabulary: Easy Speed: Normal	Vocabulary: Easy Speed: Normal
The Average of Comprehension (*N*=17; 4 point scale)	2.6	2.8	2.6	2.9
The Average of Interest (*N*=17; 5 point scale)	3.1	3.9	2.9	2.7

Question A. How did you understand messages in the video? (*N*=16)

	1st	2nd	3rd	4th
1: No	0	0	1	0
2: No, if I had to say	7	7	6	6
3: Yes, if I had to say	8	6	7	6
4: Yes	1	3	2	4

Discussions

◆ RQ 1: Research Question 1: Can intermediate Japanese learners of English understand messages about easy TED Talk videos only once?

◆ No, in this case. It may be slightly difficult for them to understand messages even in easy videos only once.

◆ RQ 2: How much interest do they show in each of the TED Talk videos?

◆ Neutral in this case, although the second movie was fairly interesting. The Talk containing interesting motions like magic may have attracted the learners partly because of their English deficiency.

◆ Limitation: The number of participants in the preliminary study is very small.

Selected References

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